### Year 6 Release Items by Assessment Domain Descriptor

<table>
<thead>
<tr>
<th>Domain Descriptor</th>
<th>Unit/Item Titles</th>
<th>No. Items</th>
<th>Item Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.2</td>
<td>Different Viewpoints: Qs 1-3</td>
<td>3</td>
<td>L</td>
</tr>
<tr>
<td>6.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.4</td>
<td>Home by Six 1 + 3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6.5</td>
<td>Rights Protection</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6.6</td>
<td>Harmony Day: Q1+3</td>
<td>2</td>
<td>L</td>
</tr>
</tbody>
</table>

**KPM 1 = 8 items**  
**KMP 2 = 3 items**  
*Item Type*  
L = Link item  
(ie both yr levels)  
6 = Yr6 item

### Year 10 Release Items by Assessment Domain Descriptor

<table>
<thead>
<tr>
<th>Domain Descriptor</th>
<th>Unit/Item Titles</th>
<th>No. Items</th>
<th>Item Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.2</td>
<td>Different Viewpoints: Qs 1-3</td>
<td>3</td>
<td>L</td>
</tr>
<tr>
<td>10.3</td>
<td>MA 15+: Qs 2+3</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>10.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>Harmony Day: Qs 1+3</td>
<td>2</td>
<td>L</td>
</tr>
<tr>
<td>10.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KPM 1 = 7 items**  
**KMP 2 = 3 items**  
*Item Type*  
L = Link item  
(ie both yr levels)  
X = Yr10 item
MCEETYA Civics and Citizenship Assessment Project

Early Release Items/Units, with Score Guides

Context & Description of Score Guides
This document contains CCAP items selected for early release that were included in the Trial Assessment, conducted in 2003. It also contains the Score Guides appropriate to the selected early release items.

The Score Guide sections of the document were initially prepared for the markers who were employed to mark and score the student responses to items included in the Trial Assessment. The Score Guide was edited subsequent to the marking, after consultation with markers, and reflects the additional understandings about student responses gained during that process.

The Score Guides provide a general description of the specificity being sought at each code level. They also provide examples of student responses, appropriate to each code level, provided by students in the trial assessment. Higher score codes describe or include student responses indicative of higher levels of knowledge or understanding.

The codes are used as a convenience for the categorisation of different response levels and do not represent the degree of difference between the levels of response. For example, a Code 3 response for an item is indicative of greater knowledge or understanding than a Code 1 response for the same item, but the Code 3 response should not be interpreted as indicating three times greater proficiency.

The student responses are not always the whole of the student response, that is, they may be excerpts. They provide a ‘reality check’ for users of the guides. Teachers using the Score Guides will find examples of student responses (located under each code level) useful in recognising and understanding the responses their own students may make.

Score Guide Usage Notes
Codes 1-3 are substantive, and result in a proficiency level being awarded.

Code 0 = Incorrect/Zero Credit. Code 0 does not result in a proficiency level being awarded. In general, Code 0 includes any student response that is:
- Rephrasing of the question
- Unclear
- Inaccurate
- Implausible
- Vague
- Incoherent
- Irrelevant
- Insufficient
- Misunderstanding
- Has written “Don’t Know” or equivalent.
Examples of student responses for Code 0 are provided in the Score Guide.

The Score Guides include the appropriate Assessment Domain Descriptor for each question. ACER italicised comments in [ ] characterise response style and/or reason for code selection.
DIFFERENT VIEWPOINTS

Ever since European settlement in Australia, Indigenous (Aboriginal and Torres Strait Islander) and European Australians have generally had different viewpoints on land.

Read the four statements below and identify which group is more likely to agree with each statement.

<table>
<thead>
<tr>
<th>Q1</th>
<th>No land is solely owned by any individual or family.</th>
<th>Indigenous Viewpoint</th>
<th>European Viewpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>Legal titles and documents say who owns land.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>Disputes should be settled through court systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DIFFERENT VIEWPOINTS SCORE GUIDE

QUESTIONS 1 – 4 (DOMAIN DESCRIPTOR: 6.2, 10.1 & 10.2)

SCORING

Full Credit

Code 1: see table below

<table>
<thead>
<tr>
<th>Q1</th>
<th>No land is solely owned by any individual or family.</th>
<th>Indigenous viewpoint</th>
<th>European viewpoint</th>
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<tr>
<td>Q2</td>
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<tr>
<td>Q3</td>
<td>Disputes should be settled through court systems.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Credit

Code 0: Other
HARMONY DAY

The following information is from an Australian Commonwealth Government website about ‘Harmony Day’, which is celebrated on 21 March.

Harmony Day is Australia's largest national multicultural event, with different community events taking place in every State and Territory.

Harmony Day is part of the Commonwealth Government’s Living in Harmony initiative.

It provides Australians with an opportunity to get to know each other better by:

• promoting our community’s success as a multicultural society;
• re-committing ourselves to respect, goodwill and understanding between all Australians of all backgrounds; and
• saying no to racism.

The picture below has been used to promote Harmony Day in Australia.

Q1 How does this picture represent harmony?

_______________________________________________________________________
_______________________________________________________________________
Q2  Do you think this is an accurate image of Australian society? Explain your answer.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Q3  Why might governments think it is their role to promote harmony between Australians?

_______________________________________________________________________

_______________________________________________________________________

Q4  The information suggests that Harmony Day promotes ‘our community’s success as a multicultural society’.
What do you think it means to be a successful multicultural country?

_______________________________________________________________________

_______________________________________________________________________
HARMONY DAY SCORE GUIDE

QUESTION 1 (DOMAIN DESCRIPTOR: 6.6 10.5)

How does this picture represent harmony?

SCORING

Full Credit

Code 3: Suggests that the image shows each of:
1. diversity
2. happiness
3. acceptance/tolerance

- People of different races and ages (1) are living together (3) happily (2).
- Everyone is happy (3) and all different cultures (1) are living in peace (3).
- We are happy (2) with whoever we are next to (3) even if they are not from Australia originally (1).

Partial Credit

Code 2: Suggests two of the above
Code 1: Suggests one of the above

No Credit

Code 0: Other

QUESTION 2 (DOMAIN DESCRIPTOR: 6.9 10.9)

Do you think this is an accurate image of Australia? Explain your answer.

SCORING

Full Credit

Code 3: Recognises that such idealised images reveal only part of the reality of a multicultural society.
- It is partly accurate, though different cultures don’t always get along so well.
- In some cases it may be true but in some cases it isn’t.
- Not exactly because there is always going to be some racism or injustice in a country.

Partial Credit

Code 2: Refers to the inadequacy of the image and the explanation refers to a critique of the image.
- No, as racist disputes still occur and the picture mainly shows black and white people.
- No, because Australia is still a racist country with lots of disputes between races. The picture is also very stereotypical.
Code 1: Gives a judgement with an unqualified, plausible explanation.
- No, it is not accurate because it is just an image the government wants us to believe.
- No, it is not accurate because Australians don’t always accept other cultures so well.
- Yes, it is accurate because Australia has lots of different people who get along well.
- Yes, it is accurate because Australia is a happy and safe country to live in.
- Yes, you have every part of Australian life from lifeguards to children.

No Credit
Code 0: Gives a judgement without qualification or reason, or treats images as a literal representation of Australia.
- Yes, it is accurate because that’s the way Australia is.
- No, Australia is not like this.
- Yes, the shape of Australia is accurate but the content is not land and rivers but different people from different backgrounds.
- No, because the life-guard’s elbow is sticking out.

QUESTION 3 (DOMAIN DESCRIPTOR: 6.6 10.5)
Why might the government see it as its role to try to promote harmony between Australians?

SCORING

Full Credit

Code 2: GOVERNMENT’S ROLE
Recognises promoting social harmony/welfare as an important part of governing a people i.e. recognizes government’s role in this
- The government is best able to educate citizens about how to get along.
- Because the government is the one promote things and society depends on them to do it.
- Because it [the government] promotes what Australia believes in. [benefit of doubt on ambiguous ‘it’]

Partial Credit

Code 1: FOR SOCIAL HARMONY
Recognises the importance of social harmony/welfare, OR gives a reasonable gloss of how social harmony might help a community It is important that people get on well in society.
- So that all Australians can live peacefully together.

No Credit

Code 0:
- On this day every different culture learns about another culture. [Not related to social harmony]
- Because Australia is full of different cultures. [ditto]
- To make the world a better place. [too vague; c.f. code 1 ‘live peacefully together’]
- To promote harmony.
QUESTION 4 (DOMAIN DESCRIPTOR: 6.9 10.9)

The information suggests that Australians should promote ‘our community’s success as a multicultural society’.

What do you think it means to be a ‘successful’ multicultural country?

SCORING

Full Credit

Code 2: PROMOTION/VALUING
Active promotion of acceptance/valuing/understanding different cultures
• People feeling free to maintain their own traditions
• For each culture to feel respected and not humiliated
• All cultures treated the same way. [The use of the term ‘treated’ is seen as indicative of active acceptance or valuing]

Partial Credit

Code 1: ACCEPTANCE/TOLERANCE/HARMONY
Recognises different people living together happily or peacefully; no suggestion of promotion or particular valuing of different cultures.
• That we all get along and live happy lives with different cultures.
• It means we all work together to make things happen. [minimal]

No Credit

Code 0:
• To have a number of different cultures in one country.
• People not fighting each other.
HOME BY SIX

Minh: It's not fair, mum. I have to be home by six o'clock but you said Van could stay out until half-past seven.

Mum: Van’s much older than you. When you are 12 you will be able to stay out later.

Q1 Minh has to be home by six o'clock.
Is this a rule or a law?

☐ Rule  OR  Law ☐

Put a ✓ in one box and give a reason for your choice.

Q2 Minh says it is not fair that she must be home by six o'clock.
What do you think is the best thing she could do to change her mother’s mind?

Q3 Why do you think Minh’s mother, rather than Minh, has the responsibility of deciding when Minh must come home?
HOME BY SIX SCORE GUIDE

QUESTION 1 (DOMAIN DESCRIPTOR: 6.4)

Minh has to be home by six o’clock.
Is this a rule or a law?

☐ Rule OR Law ☐

Put a ✓ in one box and give a reason for your choice.

SCORING

Full Credit

Code 3: Explicitly makes the distinction between rules being local and laws being broader in the jurisdiction
- Its not a law because its not invented by government, but by someone.

Partial Credit

Code 2: Selects RULE and provides a plausible explanation
- RULE: It is just what Minh’s mum says.
- RULE: The police can’t arrest her for it
- RULE: Not everyone that age has to be home by 6.

Code 1: Selects RULE and provides an explanation that fails to make the distinction between the two.
- RULE: Because it’s a rule.
- RULE: That’s what rules are like.
- RULE: It is something she has to do.
- RULE: Because he isn’t old enough to go out late.

No Credit

Code 0: Selects LAW and provides any explanation.
- LAW: Her mum told her so she must do it.
- LAW: Minh’s mum is laying down the law.

QUESTION 2 (DOMAIN DESCRIPTOR: 6.8)

Minh says it is not fair that she must be home by six o’clock.
What do you think is the best thing she could do to change her mother’s mind?

SCORING

Full Credit

Code 2: Suggests a strategy of negotiation or compromise:
- She could suggest to her mother that she could come home at 6:30 instead.
- She could ask her mother to allow her to stay out until 7 and if she comes home late then she can’t do it again.
- Giver her mum a promise that if she gets to stay up late she will go to bed early.
- She could tell her mother that she would be with a party of people to protect and help each other.
**Partial Credit**

Code 1: Suggests a strategy of appeasement or argument:
- She could try talking to her mother about it.
- She could explain to her mother why she thinks a later time would be OK?
- Argue her case with her mum.
- She could suck up to her mum.
- Show her you’re responsible.

**No Credit**

Code 0: Suggests a confrontational, disobliging, or irrelevant response.
- She could ignore her mum and go out late anyway.
- She should just tell her mum to shut up.
- Her mum is being unfair.
- Nagging.

**QUESTION 3 (DOMAIN DESCRIPTOR: 6.4)**

Why do you think Minh’s mother, rather than Minh, has the responsibility of deciding when Minh must come home?

**SCORING**

**Full Credit**

Code 2: Recognises the responsibility of a parent to look after the best interests of their children.
- She should look after Minh.
- She is an adult and knows what’s best.
- Because parents are supposed to look after their children.

**Partial Credit**

Code 1: Refers to potential danger, or inability of children to look after themselves.
- So that Minh doesn’t get kidnapped.
- For her own good.
- She cares about Minh.

**No Credit**

Code 0:
- She wants to.
An office of the public service called the Office of Film and Literature Classification sets the ratings for films. The rating MA(15+) means that people under 15 years of age are not allowed to watch a film unless in the company of a parent or adult guardian.

Q1 Do you think this classification is a rule or a law?

☐ Rule OR Law ☑

Put a ✓ in one box and explain your answer.

_______________________________________________________________________

_______________________________________________________________________

Some films that have been rated by the Office of Film and Literature Classification are then also shown to a panel of members of the general public. They are not told the rating the film has been given and are asked to give the film a rating themselves and provide feedback on their decisions.

Q2 Why might the Office of Film and Literature Classification compare their ratings of some films to those given by a panel of members of the general public?

☐ to find out how much the general public know about films
☐ to make sure that they are in touch with community standards
☐ to understand how accurately the public can rate films
☐ to inform the government about the types of films the community likes to watch

Q3 Amber and Carlos are 16. They watched a film that was rated MA(15+) and thought that the rating should be changed to allow younger children to watch the film. Below are some approaches they could take to try to have the rating changed.

☐ talking to the manager of the cinema
☐ writing a letter to a newspaper
☐ holding a protest outside the cinema

Select one and explain why you think this approach could be effective.
MA 15+ SCORE GUIDE

QUESTION 1 (DOMAIN DESCRIPTOR: 10.7)
Do you think this classification is a rule or a law?

☐ Rule  OR  Law  ☐

Put a ✓ in one box and explain your answer.

SCORING

Full Credit

Code 2: Selects LAW and explains that it is the same for all people OR that it was made by the government.
• LAW: It is the same for kids everywhere in Australia.
• LAW: The government makes the decision.

Partial Credit

Code 1: Selects LAW with no explanation or one which support the distinction.
• LAW: You have to obey it.
• LAW: It seems important.
• LAW: Because you can’t get into the movies if you’re under-age.

No Credit

Code 0: Selects RULE and refers to the ease (or frequency) with which the law can be subverted OR the nature of the punishment for breaches of the law.
• RULE: Because you can watch MA (15+) movies at home.
• RULE: It is easy to get to watch them anyway.
• RULE: The cinemas decide who can watch the film.
• RULE: It says people must be accompanied by an adult.

QUESTION 2 (DOMAIN DESCRIPTOR: 10.3)
Why might the Office of Film and Literature Classification compare their ratings of some films to those given by a panel of members of the general public?

SCORING

Full Credit

Code 1: (b) to make sure they are in touch with community standards.

No Credit

Code 0:  Other
QUESTION 3 (DOMAIN DESCRIPTOR: 10.3)

Amber and Carlos are 16. They watched a film that was rated MA(15+) and thought that the rating should be changed to allow younger children to watch the film.

Below are some approaches they could take to try to have the rating changed.

- talking to the manager of the cinema
- writing a letter to a newspaper
- holding a protest outside the cinema

Select one and explain why you think this approach could be effective.

SCORING

Full Credit

Code 1: Chooses any response and provides an explanation that identifies the value of public opinion/awareness in issues relating to the common good.

- The manager of the cinema could talk to the rating people. She might be able to convince them that many customers agree with them.
- Letters to the paper inform the public, people will get to know more about the issue and this could make a difference.
- If enough people write to the people who make the film ratings, they may realise that the rating is too harsh.
- The manager of the cinema could give you the phone number of the office of film and literature classification.

No Credit

Code 0:

- Talk to the manager because he can change the rating.
- If you talk to the cinema manager, it would have an immediate effect.
RIGHTS PROTECTION

Q1  Australian citizens’ rights are **best** protected by

- the media.
- the defence forces.
- the Australian Constitution and laws.
- politicians in the parliaments.

RIGHTS PROTECTION SCORE GUIDE

QUESTION 1 (DOMAIN DESCRIPTOR: 6.5)

Australian citizens’ rights are **best** protected by

SCORING

*Full Credit*

Code 1:  (c) the Australian Constitution and laws.

*No Credit*

Code 0:  Other